

eBook Creation: Enhancing Literacy

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Abstract: Teachers are being pushed to integrate technology across all subject areas, including reading, writing, speaking, and listening. Using eBook creation is one way to both use technology and address literacy skills. A web-based instructional module was developed to improve teacher knowledge on how to create eBooks and increase motivation to use eBooks. The purpose of this study was to evaluate the effectiveness of the module and its influence on motivation to incorporate eBooks in teaching. Fifteen current or former elementary (K-6) teachers were asked to participate in the study. Ten completed the study. Participants completed the module as well as online demographic, pre-attitudinal, and post-attitudinal surveys. These were analyzed using descriptive statistics and summarizing open-ended questions. Pre-survey findings indicated that one teacher had previously used eBooks and half had moderate to considerable interest, whereas the other half reported little to some interest. Two-thirds felt students would be moderately to extremely motivated by using eBooks. Post-survey findings showed that half of the participants were likely to use eBook creation in their classrooms. Eight participants felt students would be very-to-extremely motivated.

Introduction

Teachers in all grades are being asked to use technology in the classroom in order to equip students with 21st century skills. In October 2012, the Hawaii Department of Education (HDOE) announced its intent to distribute digital devices to all students by 2015 in an attempt to help prepare students to be college-ready 21st century learners (Vorsino, 2012).

Studies have shown the positive influence of eBook readers on reading comprehension and motivation in elementary grades (Ciampa, 2012). eBook creation is somewhat similar to digital storytelling which is “a multimedia text consisting of still images complemented by a narrative soundtrack to tell a story” (Sylvester and Greenidge, 2009). eBook creation is a way that students can produce and publish work that can contain interactive features such as embedded videos, hyperlinks, dictionary, and glossary.

Helping teachers learn how to incorporate eBook creation in their own classroom might increase use of eBooks as an instructional tool and in turn meet goals for technology integration and literacy development. This study was focused on teachers, and aimed at

teaching teachers, via a web-based module, how they could use iBooks Author for eBook creation in their classrooms.

Background and Literature Review

Sylvester and Greenidge (2009) reported that digital storytelling could help struggling students to be better writers. Digital storytelling is when multimedia, like images, combined with narration that tell a student's story. They found that struggling writers were more motivated and effective writers when given the opportunity to use digital storytelling. Ohler (2005) had similar experiences. He asserted that projects that used to be out of the range for capability of sixth graders were easily doable with digital storytelling. Dana Encheff (2013) reported on her use of eBook creation, specifically iBooks Author, with her sixth grade students, and reported positive results regarding the quality of student work, deeper understanding, and motivation.

In January 2012, Apple released the free application iBooks Author on the Apple Application Store (Neumayr & Monaghan, 2012). This application allowed users to create interactive iBooks. iBooks created in iBooks Author can have features like embedded links, dictionary, glossary, video clips, audio, image galleries, maps, and 3-D models. Although iBooks Author is proprietary software, the ease of use, for both teachers and students, as well as the ease of installation, made it a good choice for elementary classroom use.

With Hawaii's adoption of Common Core State Standards in 2010 ("Hawaii DOE Common Core FAQs," n.d.), Hawaii teachers are required to focus more on literacy instruction which includes: reading, writing, speaking, and listening, and to integrate technology throughout instruction. Knowledge of how to create interactive eBooks via iBooks Author gives teachers a technology tool that they can use to help motivate their students to become better readers and writers.

The purpose of this instructional design project was to design and evaluate an online instructional module on using an eBook creator as a tool for enhancing student literacy for use among elementary school teachers in public schools on Oahu. John Keller's (1987) ARCS model of instructional design was used to develop the module on eBook creation. In the ARCS model, A is for attention, R for relevance, C for confidence, and S for satisfaction (Dick, Carey, & Carey, 2009). Keller's model is based on attracting and maintaining the motivation of the learners.

Design

The instructional module was designed based on Keller's ARCS model and created in Wix. The module was designed with the idea of the process the user would go through in creating an iBook. How to select a template was first demonstrated, and then module contained a quick video that showed the interface of iBooks Author, in case the participants did not have any experience with the program. Then the module discussed

how to set-up the general structure of the iBook, how to edit and customize, interactive features, and then discussed how to preview and export.

Table 1 shows how the components of the module attempted to address the different factors of Keller's ARCS model of instructional design.

Table 1: ARCS Model and instructional module.

Item	Keller	Module
Attention	Gain and maintain interest of audience.	Easy to navigate module. Colorful but not busy. Images, videos, and text.
Relevance	Help learners understand relevance of skills and make instruction relevant to learners' lives or jobs.	Sections with suggestions of how students can use the interactive widgets.
Confidence	Learners must feel like they can master the skills and knowledge.	Videos showed what the text explained so that the teachers could follow along, and they could see it was easily doable.
Satisfaction	Was the learner satisfied by what they learned (intrinsically or extrinsically)?	Learner possesses the skills to create their own eBook.

In order to attract the attention of the participants, but not be too busy, the module was designed with a repeating color theme in shades of green and orange. The module contained videos, images, and text. See Figure 1 for a screenshot of the module.

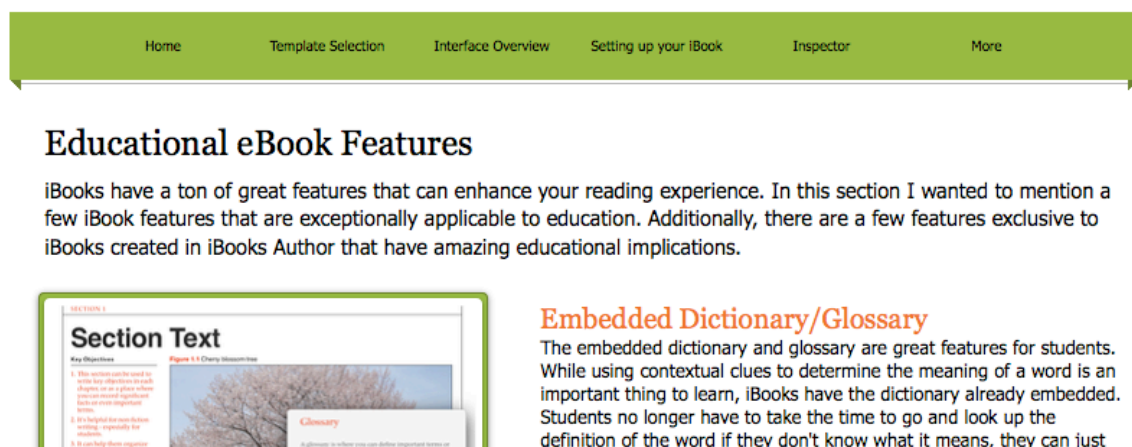


Figure 1: Educational eBook Features page of instructional module.

The module attempted to establish relevance for teachers by including suggestions on how students could use the interactive features of iBooks Author. There was also a section that highlighted education-specific interactive eBook features that both teachers and students would find helpful.

Teacher's confidence using eBook creation was attended to as the module showed the teachers that the software made it easy to use, even with students. The videos were created so that rather than abstract descriptions, participants could see the software in action.

Methodology

Participants

Fifteen current or former elementary school teachers were contacted via personal email and asked to complete the module, a demographic questionnaire, and two attitudinal surveys. The only requirement for participation was that the participants were at sometime an elementary (K-6) teacher. Participants were informed that the module must be completed on a personal computer, and could not be done during the workday, or on a work computer. Consent was given via an electronic form, where participants had the option to accept or decline participation. (See Appendix A for IRB documents.)

Ten people completed the demographic and attitudinal pre- survey, and eleven answered the demographic and the post-attitudinal survey. Based on the code names created by the participants, the responses from the participants who did not complete all three surveys were discarded, leaving a final group of ten participants

The participants ranged in age from 26 to over 51. Three participants were 26-33 years old, two were 34-41, one was 42-50, three were 51 years or older, and one person preferred not to answer. Seven of the participants were current teachers and three were former teachers. There were teachers from kindergarten to sixth grade, including special education. They had from one to over ten years of teaching experience. Three participants had 1-3 years of teaching experience, one had 4-6 years, three had 7-10 years, and three had more than 10 years of experience. Nine out of ten participants used technology in the classroom daily or weekly, and all used technology for personal use every day. The most common uses of technology in the classroom included educational Internet websites, projector/elmo, word processing, presentations, video, and blogging. One person reported using eBook readers before, and stated that it was effective.

Research Questions

The instructional module taught teachers how to use iBooks Author, and gave specific examples of how the interactive features could be used with students. Participants were asked about their attitudes and experiences regarding eBook readers, and eBook creation, and about the likelihood of them implementing what they learned about eBook creation with their students.

The three research questions for the study were:

1. What are teachers' attitudes regarding eBook creation as a means of literacy instruction in elementary classrooms before and after completing the instructional module?

2. How motivated are teachers to incorporate eBook creation in their elementary classrooms?
3. How effective do teachers feel eBook creation will be with their students?

Data Collection and Analysis

Data were collected by means of digital surveys created on Google Forms. There were three surveys: demographic (see appendix B), pre-attitudinal (see appendix C), and post-attitudinal (see appendix D). Participants were sent an email requesting their participation with an ending date of two and a half weeks after the initial email. The email contained a link to the module, which had a page for the surveys and also a link to return to the home page of the module. One week later, a follow up email was sent reminding participants about the ending date. Data were analyzed using descriptive statistics and summarization of open-ended questions.

Results/Findings

Prior Experience

Four out of 10 participants had created paper-based classroom books, and felt they were mostly effective as a way to publish and share students' work. Nine out of ten had never used eBook readers in the classroom, and ten out of ten people had not used eBook creation. All ten felt it was important to integrate technology with writing instruction, and all reported using technology with writing instruction in a variety of ways like word processing, blogging, and Internet research.

Participants were asked, "What are your thoughts on technology use as a method of writing instruction? Have your thoughts changed since going through the module?" The participants reported seeing value in writing instruction with technology integration and acknowledged the significant role technology plays in students' lives, as well as the importance of preparing students for the future. Teachers felt integrating technology with writing instruction, with for example, iBooks Author, would help engage and motivate students, especially upper grade students. However, two participants voiced concerns regarding access to the technology required. Additionally, one participant reported that while iBooks Author could be useful, it should not be used as an excuse to teach software.

Teacher attitude towards eBook creation

Participants' attitudes regarding eBook creation as a means of literacy instruction stayed generally the same from pre-survey to post-survey; they believed eBook creation could motivate students, and they felt students would produce better quality work because their efforts would be published, and thus lead to pride in their work. In the attitudinal pre-survey, participants were asked their thoughts on eBook creation as a way of improving students' writing. Based on key words in the responses, the most common themes regarding eBook creation were "possibly increase motivation, give students a sense of ownership and pride, and teach students writing skills." When asked about interest in

using eBook creation in their classrooms in the future, four participants reported considerable interest, two had moderate interest, three reported some interest, and one had little interest.

In regards to teachers' attitudes regarding eBook creation as a means of improving students' writing in the post-survey, nine out of ten teachers felt that eBook creation could be effective. Words used included: "motivation, new and exciting, improve, better quality, pride, and interesting." One participant, who felt that eBook creation, would not have an impact on students' writing said, "I see it more as a means of publication rather than a tool to enhance writing skills." In response to the question, "How likely would you be to use eBook creation in your classroom in the future?" three reported very likely, two said somewhat likely, three were neutral, and two said somewhat unlikely. It is worthwhile to note that two of the three people who reported being neutral were not in regular classroom settings.

Teacher motivation to use eBook creation and iBooks Author

Figure 2 shows the participants' interest in using iBooks Author in the classroom pre and post module. Interestingly, it appears those who indicated some interest on the pre-survey either moved to little interest or moderate interest on the post-survey. One person mentioned in the open-ended question that they had little interest in using iBooks Author because it might not be appropriate for the grade they teach. Three participants commented that it might be difficult to implement iBooks Author in their current classroom because of the limited availability of technology. In terms of eBook creation increasing students' writing, nine respondents felt students would be more motivated, they would be able to take ownership of their work and they would feel proud of it.

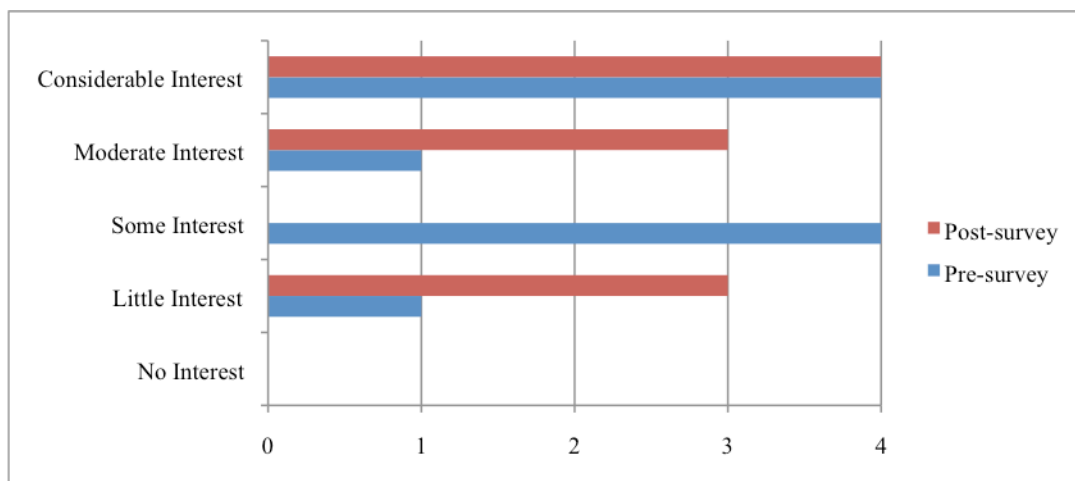


Figure 2. Participants' interest regarding use of iBooks Author.

Effectiveness of eBook creation

Participants were asked in both the pre-attitudinal survey and the post-attitudinal survey the question "how motivational do you think using iBooks Author would be to your students?" Four participants in the pre-survey had no basis for knowing, two felt it would

be moderately motivating, and five participants felt it would be very to extremely motivating. In the post-survey eight of ten respondents felt students would be very to extremely motivated. When asked in the post-survey to explain their answer to the previous question, participants reported that students' love of technology and their tech-savvy skills were the major factors for increased motivation. Additional motivating factors were the newness and wow-factor of the program, and how its transformative capacity could enable students to create professionally finished products. One of the reasons participants said it might not be motivating to students was because students would still have to put in the time and effort to compose a writing piece, and regardless of the program used to create the culminating writing piece, they might be reluctant to do the work involved.

Attitudinal post-survey data were collected using five-point Likert type scales with 1 being low and 5 high. The scale anchor language is indicated below each item in Table 2. See Appendix D for the complete survey.

Table 2: Number of respondents rating each item.

Item	1	2	3	4	5	Mean
How likely would you be to use eBook creation in your classroom in the future? (Very unlikely to Very likely)	0	2	3	2	3	3.6
How confident do you feel teaching your students to create eBooks? (Not at all confident to Very confident)	2	2	0	4	2	3.2
How interested would you be in using iBooks Author in your classroom? (No interest to Considerable interest)	0	3	0	3	4	3.8
How motivational do you think using iBooks Author would be to your students? (Not at all motivational to Extremely motivational)	0	1	1	5	3	4
What was your overall impression of the module? (Poor to Outstanding)	0	0	2	3	5	4.3

Sixty percent of the participants felt confident teaching their students to create eBooks, whereas forty percent did not feel confident. Eighty percent thought iBooks Author would be motivating to students, but only fifty percent were likely to use eBook creation, with thirty percent being neutral. Overall, the module was well received; eighty percent found it above average or outstanding.

Overall impressions of the module

Participants were also asked to choose a position on semantic differential scales regarding the module. Nine participants felt the module was very effective-to-effective in capturing their attention; one felt it was somewhat effective. Eight participants felt the content was very useful and two felt it was somewhat useful. When asked how relevant the content was to their teaching, six ranked it as very relevant to relevant, three said somewhat relevant, and one said somewhat irrelevant. Table 3 details the semantic differential data.

Table 3: Semantic differential scale responses.

Please select the boxes that describe how you felt about the module overall:								
	1	2	3	4	5	6	7	
Amateurish						4	6	Professional
Ineffective					2	2	6	Effective
Dull			1		2	2	5	Interesting
Cluttered					1	5	4	Simple
Confusing					2	4	4	User-friendly

Discussion & Conclusion

One notable idea gleaned from the data was that most of the participants already felt strongly about the importance of technology integration with writing instruction. Many reported that their thoughts regarding this were strengthened by what they learned in the module and regarded iBooks Author as another tool they could use to support technology integrated literacy instruction. It would have been helpful to know what other types of tools, other than word processing, that teachers use to support writing instruction.

Two participants reported concerns about using eBook creation just to teach the software. The module mentioned its purpose, and eBook creation was not meant as a method of writing instruction, but in the future, perhaps that should be made clearer. The module was intended to show teachers a new option that they could use to display and publish students' work. This is especially relevant since eBook readers popularity' in schools, and 1:1 initiatives, such as the digital device initiative in Hawaii, and similar programs in other schools across the nation. eBook creation with iBooks Author requires both critical thinking, and 21st century skills from both students and teachers.

Another topic that stood out was that two participants mentioned that iBooks Author might be difficult to use with younger grades. Since classroom books are often created in elementary schools and research is required with students as young as first grade, it was surprising that teachers felt iBooks Author was ill-suited for younger students. It was not clear whether they thought the process of using iBooks Author would be too difficult, or whether they felt the task of creating a book that could be transferred into iBooks Author would be difficult with younger students.

It would be intriguing to introduce the module to secondary teachers and even college professors in education programs to see how their responses differ from elementary teachers. It would be ideal if the module could be made more kid-friendly and in the future, be used with actual students to see how digital natives respond to eBook creation. Since eight of the ten teachers felt eBook creation would be motivating to students, it would be interesting to see if students' thoughts regarding motivation were congruent with those of the teachers.

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Appendix A

IRB Attachments detailing the research study.

Antonina Monkoski-Takamure IRB

IV. Description of Project

1. Briefly describe the purpose and objectives of your research in non-technical language.

The purpose of my research is to evaluate participants' attitudes regarding eBook creation as a way of increasing student literacy, before and after going through an online instructional module on eBook creation.

2. Briefly describe your research design and methods.

Participants will be asked to take a series of online confidential surveys. The first survey is a demographic survey, which will provide me with background information about the participants. The questions are all multiple choice. The next survey is an attitudinal survey to gather information about participant's thoughts regarding literacy, eBooks, and eBook creation. The survey questions are a combination of multiple choice, short answer, and Likert scale. Participants will then go through the instructional module. Once participants complete the instructional module, they will be given the post-survey, which will gather information about participants thoughts and attitudes regarding literacy, eBooks, eBook creation, and the instructional module. The responses will be analyzed for commonalities, which will provide information for future module improvements. Responses will also be compared to see if there are any attitudinal changes after going through the module.

3. N/A

4. N/A

5. N/A

6. Describe your participant population (e.g., age, as special needs, etc...). How will you identify, contact, and recruit participants? How many participants do you intend to involve in your research? How will you explain your research to participants?

The participant population is current or former elementary school teachers (K-6). They are all over 18 years old. I will contact and recruit participants by asking teachers that I know personally. I will also ask professors in the College of Education if I may approach the graduate students in their class and ask them if they would be interested in participating if they are or have been elementary school teachers. I intend to get at least 10 participants. I will explain to them that the research is for my master's project. I will be asking them to take confidential surveys that will gauge their attitudes regarding eBook creation and literacy before and after going through an instructional module. In total, the module and the surveys will take about an hour and a half, however, it does not have to be done in one sitting, and they can go back to the module whenever they have time. There is also a demographic survey that will provide me with a little bit of background information about the participants. I'll explain that participation is completely voluntary, and they can decide to stop at anytime with no consequences.

V. Attachments

1. Consent form:

University of Hawai'i

Consent to Participate in Research

Participant's Attitudes Regarding eBook Creation as a Method of Enhancing Literacy

My name is Antonina Monkoski-Takamure. As part of requirements for my master's degree in Educational Technology at the University of Hawaii – Manoa, I am conducting a research project to evaluate teachers' attitudes regarding an online instructional module on using an eBook creator as a tool for enhancing student literacy. Participants will be asked to complete three surveys throughout this project, two attitudinal and one demographic. The pre-attitudinal and demographic surveys will be given prior to going through the online module. The post-attitudinal survey will be given after the module has been completed. Participation in this study will involve the completion of an on-line (Internet) survey. All information collected as part of this study will be confidential. I am asking you to participate in this project because you are at least 18 years old and are or have been an elementary school teacher (K-6).

Project Description – Activities and Time Commitment: Participants will complete three surveys on the Internet. The surveys are a combination of multiple choice, short answer, and Likert scale questions. In total, the surveys will take about 25-30 minutes to complete. In addition, participants will be asked to go through an online module showing how using an e-Book creator can be used in literacy instruction. Completion of the module should take about one hour.

Benefits and Risks: A potential benefit for you will be the opportunity to see how eBooks might be used in your classroom. The results of this project may help influence other teachers' pedagogy regarding eBook creation in the classroom. There is little risk to you participating in this project. However, if you feel uncomfortable or do not wish to answer any of the questions, there is always the option to select "I prefer not to answer", type N/A, or decide not to complete any of the surveys.

Confidentiality and Privacy: The participant responses will remain confidential. Each participant will create a "code name" based on their favorite color and the last four digits of their phone number and they will use this code name each time they complete a survey. This will ensure confidentiality of responses. Please do not include any distinguishing personal information, like your name, in any of the surveys.

Antonina Monkoski-Takamure IRB

When I report the results of my findings, I will use a pseudonym (fake name) for your code name.

Voluntary Participation: Participation in this project is voluntary. You can decide to participate or not participate without any penalty. You can also choose to withdraw from the project at any time without penalty.

Questions: If you have any questions, feel free to contact me via phone or text at 808-384-6685 or via email at monkoski@hawaii.edu. You can also contact my faculty advisor, Dr. Christine Sorensen Irvine, at sorens@hawaii.edu. If you have any questions about your rights as a research participant, you can contact the University of Hawai'i Human Studies Program at 808-956-5007 or by email at uhirb@hawaii.edu.

To Access the Survey: Please go to <http://bit.ly/166cEyq>, where you will see a copy of this consent notice, as well as a place to type in your code name. You can choose to click "I agree" and be provided a link to the surveys or you can choose to click "I disagree" and you can close the Internet window. Your selection and submission of "I agree" will be considered as your consent to participate in this study.

Survey Links: These links will not be provided in the consent form because they will need to be taken in order. The demographic survey will be given first, upon completion, participants will be provided with a link to the pre-attitudinal survey. Once the pre-attitudinal survey is completed, participants will be directed to go through the instructional module. At the end of the instructional module, participants will be provided with the post-attitudinal link.

Demographic: <http://bit.ly/GKtkov> Pre-attitudinal: <http://bit.ly/15ZPLSw>
Post-attitudinal: <http://bit.ly/1gxNJLs>

2. N/A

Appendix B

Demographic Survey

1. What is your code name? *

2. What is your age? *

- 18-25 years old
- 26-33 years old
- 34-41 years old
- 42-50 years old
- 51 years or older
- I'd prefer not to answer.

3. Are you currently, or have you ever been a classroom teacher? *

- Current teacher
- Former teacher
- Have never taught [Skip to question 9.]

4. How many years of teaching experience do you have?

- Less than one year
- 1-3 years
- 4-6 years
- 7-10 years
- More than 10 years

5. What grade(s) have you taught? *

More than one response is possible

Check all that apply.

- K
- 1
- 2
- 3
- 4
- 5
- 6
- Other:

6. How often do you use or did you use technology in your classroom? *

- Daily
- Weekly
- Monthly
- At least once or twice a semester
- I don't use technology in my classroom.

7. Briefly describe how you use(d) technology in your classroom. *

Bullet points are okay.

8. How important do you feel it is to integrate technology into teaching? *

- Not at all important
- Slightly important
- Moderately important
- Very important
- Extremely important

9. How often do you use technology personally? *

- Daily
- Weekly
- Monthly
- Occasionally
- Never
- I'd prefer not to answer

10. What technologies do you use? *

Appendix C

Attitudinal Pre-Survey

1. What is your code name? *

2. Have you created classroom books in your classroom before? *

- Yes
- No

3. If yes, how effective do you feel it was?

- 5 - Very effective
- 4 - Effective
- 3 - Somewhat effective
- 2 - Slightly effective
- 1 - Not at all effective

4. How did you use them?

Bullet points are okay.

5. Do you integrate technology with writing instruction? *

- Yes
- No

6. If yes, please explain how you integrate technology.

Bullet points are okay.

7. Have you used eBook readers in your classroom? *

- Yes
- No

8. If yes, how effective do you feel it was?

- 5 - Very effective
- 4 - Effective
- 3 - Somewhat effective
- 2 - Slightly effective
- 1 - Not at all effective

9. Have you used eBook creation in your classroom? *

- Yes
- No

10. If yes, how effective do you feel it was?

- 5 - Very effective
- 4 - Effective
- 3 - Somewhat effective

- 2 - Slightly effective
- 1 - Not at all effective

11. Briefly explain how you have used eBook readers or eBook creation?

Bullet points are okay.

12. How interested would you be in using eBook creation in your classroom in the future?

- 5 - Considerable interest
- 4 - Moderate interest
- 3 - Some interest
- 2 - Little interest
- 1 - No interest

13. Please briefly explain the reasoning for your previous answer.

Bullet points are okay.

14. What are your thoughts on eBook creation as a way of improving students' writing? *

Bullet points are okay.

15. What experience do you have with using iBooks Author? *

- Considerable experience
- Moderate experience
- Some experience
- Little experience
- No experience

16. How interested would you be in using iBooks Author in your classroom? *

- Considerable interest
- Moderate interest
- Some interest
- Little interest
- No interest

17. How motivating do you think using iBooks Author would be for your students? *

- Extremely motivating
- Very motivating
- Moderately motivating
- Slightly motivating
- Not at all motivating
- No basis for knowing

Appendix D

Attitudinal Post-Survey

What is your code name? *

1. How effective was the module in capturing your attention? *

- 5 - Very effective
- 4 - Effective
- 3 - Somewhat effective
- 2 - Slightly effective
- 1 - Not at all effective

2a. Please select the boxes that describe how you felt about the module overall. *

1 2 3 4 5 6 7

Amateurish

Select a value from a range of 1, Amateurish, to
7, Professional.

Professional

2b. Please select the boxes that describe how you felt about the module overall. *

1 2 3 4 5 6 7

Ineffective

Select a value from a range of 1, Ineffective, to 7,
Effective.

Effective

2c. Please select the boxes that describe how you felt about the module overall. *

1 2 3 4 5 6 7

Dull

Select a value from a range of 1, Dull, to 7,
Interesting.

Interesting

2d. Please select the boxes that describe how you felt about the module overall. *

1 2 3 4 5 6 7

Cluttered

Select a value from a range of 1, Cluttered, to 7,
Simple.

Simple

2e. Please select the boxes that describe how you felt about the module overall. *

1 2 3 4 5 6 7

Confusing

Select a value from a range of 1, Confusing, to 7, User-friendly.

User-friendly

3. How useful was the content in the module? *

- Very useful
- Somewhat useful
- Only a little useful
- Not at all useful

4. How relevant was the content to you and/or your teaching? *

- Very relevant
- Relevant
- Somewhat relevant
- Undecided
- Somewhat irrelevant
- Irrelevant
- Very irrelevant

5. What are your thoughts on technology use as a method of writing instruction? Have your thoughts change since going through the module? *

Bullet points are okay.

6. How likely would you be to use eBook creation in your classroom in the future? *

- Very likely
- Somewhat likely
- Neutral
- Somewhat unlikely
- Very unlikely

7. Please briefly explain the reasoning for your previous answer. *

8. How confident do you feel teaching your students how to create eBooks? *

- Very confident
- Confident
- Neutral
- Somewhat confident
- Not at all confident

9. How interested would you be in using iBooks Author in your classroom? *

- Considerable interest
- Moderate interest
- Some interest
- Little interest

- No interest

10. How motivational do you think using iBooks Author would be to your students? *

- Extremely motivational
- Very motivational
- Moderately motivational
- Slightly motivational
- Not at all motivational

11. Please explain your answer to the previous question. *

Bullet points are okay.

12. What are your thoughts on eBook creation as a way of improving students' writing? *

Bullet points are okay.

13. What was your overall impression of the module? *

- Outstanding
- Above average
- Average
- Below average
- Poor

14. What were the areas of strength or things you thought worked particularly well in the module? *

Bullet points are okay.

15. What areas for improvement would you suggest for the module? *

Bullet points are okay.

16. Any other comments? *